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ABSTRACT

The Ways to Improve Education in Desegregated Schools (WIEDS) project's purpose are to develop an information base of successful desegregation/integration strategies and to construct a set of models and guidelines for use by schools in planning staff development activities. Empirical research literature yields data showing that teacher behavior and attitudes have important implications for minority children. Twelve staff development/inservice education programs were studied by WIEDS through survey and interview techniques to identify effective desegregation/integration problems which employ staff development as a tool. Findings indicate that desegregation/integration problems can be dealt with through effective staff development efforts. Staff development would help in providing positive classroom atmospheres which encourage interracial friendship and prevent negative classroom experiences, in increasing staff knowledge of student backgrounds, in teaching children to become ethnically literate, in involving parents cooperatively in the educational process, and in preventing resegregation. WIEDS has begun to conceptualize models, guidelines, and materials to promote effective staff development/inservice education programs. (MK)

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EXECUTIVE SUMMARY OF FINAL REPORT ON ANALYSES OF STAFF DEVELOPMENT PROGRAMS AND OTHER STRATEGIES TO IMPROVE EDUCATION IN DESEGREGATED SCHOOLS, 1978-1979

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EXECUTIVE SUMMARY OF FINAL REPORT ON ANALYSES OF STAFF DEVELOPMENT PROGRAMS AND OTHER STRATEGIES TO IMPROVE EDUCATION IN DESEGREGATED SCHOOLS, 1978-1979

The Ways to Improve Education in Desegregated Schools (WIEDS) project's purposes have been to develop an information base of successful desegregation/integration strategies and construct a set of models and guidelines for use by schools in planning staff development activities. WIEDS developed this substantial data base by: (1) reviewing the desegregation literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education's School Desegregation Ethnographies, (3) surveying 148 central office administrators and General Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, and parents and other community representatives, and (5) studying selected SEDL region schools' staff development/inservice education (SD/IE) programs. This is an executive summary of the WIEDS' study and findings.

RATIONALE AND SUMMARY LITERATURE REVIEW

Since 1960 there has been a growing pool of empirical research available on the correlation between the behavior and attitudes of teachers and the attitudes and academic performance of pupils. Results of investigations using new sophisticated and reliable data collection tools yield rather convincing data that teacher behavior strongly affects pupil behavior and has especially important implications for minority children. The research literature strongly suggests that student ethnicity is one of the major determinants of teachers' attitudes and behavior towards their students, that teachers, including minority teachers, expect less of minority students and give them fewer opportunities and less encouragement and positive feedback, and that these conditions are a major determinant of quality of

education, and thus many minority children are being denied equal opportunity for quality education.

From recent studies, it may be concluded that in an effectively desegregated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same or higher rate, (2) minority children may gain a more positive self-concept and a more realistic conception of their vocational and educational future than under segregation, and (3) positive racial attitudes by black, brown, and white students develop as they attend school together. As St. John (1975) concluded, after summarizing 120 studies of school desegregation which she analyzed for outcomes to children, further investigation of the general question--"Does desegregation benefit children?"--would seem a waste of resources. "The pressing need now is to discover the school conditions under which the benefits of mixed schooling are maximized and its hardships minimized."

In Educating a Profession (1976), Howsam et al., recognized that "teachers are not prepared either personally or professionally for such service....all teachers need professional preparation for this role." The American Association of Colleges for Teacher Education surveys in 1977 indicate that at least twenty states passed legislation endorsing multicultural education or even requiring some measure of it for teacher certification, and many higher education agencies developed, or had forced upon them, Black Studies, Mexican American Studies, Native American Studies, Asian American Studies, or minority studies programs of one kind or another. Nevertheless, the results were disappointing; on most campuses the minority studies programs had little if any impact on teacher education programs.

This appears to make implementation of effective inservice education all the more critical. The desegregation literature is replete with studies,

reports, and monographs indicating the need for effective multicultural inservice education. In order to provide equal educational opportunity, there have to be effective staff inservice programs which help prevent negative classroom experiences and instead provide classroom atmospheres which encourage interracial friendship and understanding, and teach ethnic literacy as well as other knowledge and skills.

Part of the problem is that there is comparatively little recognition that anything can be done to go beyond the process of mere desegregation, that proactive SD/IE and other activities can result in improved climates in the school and classroom to promote academic achievement and positive race relations. Desegregation is a physical process, the ending of segregation, the bringing together of previously segregated groups. Integration is a social and psychological construct, a situation wherein people of different groups tend to interact cooperatively on a basis of equal status and trust, as they know, understand, and respect each other's culture and contributions. Desegregation is a means to an end, a legal means to provide equal educational opportunity, there must be social and psychological changes in the effective climate of the classrooms and schools; integration is necessary for these improvements. Through its research and development efforts, WIEDS seeks to promote integration.

The progression from desegregation to integration requires much thought, planning, and work from parents and other community representatives as well as from students, school boards, administrators, teachers, and all other school personnel. If the schools and communities do not plan and work together during and after desegregation, the result is likely not to be integration, but instead only token desegregation and/or resegregation. Resegregation is a situation wherein white parents have moved or otherwise acted to place their children in other public or in private schools with

fewer or no minority children. WIEDS hopes to help districts and communities stem the incidence of resegregation and token desegregation in schools so that integration can take place.

Some desegregation and integration strategies are more successful than others, depending on certain conditions. How much effort and time are required to bring about integration are also influenced by several school and community conditions, especially the history of the community's race relations and the sensitivity, skills, and strategies of the school staff and faculty. Sensitivity can be gained and skills learned through effective SD/IE activities. The WIEDS study is an effort to identify as many as possible of the unmet needs related to desegregation, as well as the effective conditions, strategies, and activities to meet these needs.

PROCEDURES, METHODOLOGY, DESIGN, AND LIMITATIONS

Interview Sites and Interviewees

The six local education agency (LEA) sites, one from each of the six states in the Southwest Educational Development Laboratory (SEDL) region, were selected to include as many of the racial combinations in the region as possible. Three sites are primarily Black-Anglo desegregated districts; one is essentially Hispanic-Anglo; and two are tri-racial (one Anglo-Black-Hispanic, and one Anglo-Black-Native American). The six school districts who agreed to cooperate in the WIEDS study are:

Little Rock, Arkansas	Santa Fe, New Mexico
Lafayette, Louisiana	Muskogee, Oklahoma
Meridian, Mississippi	Lubbock, Texas

Five of the six desegregated their schools under federal court order, and in each, the court maintained jurisdiction. In one of the six, the initiative was taken by the superintendent, and a significant measure of desegregation was accomplished, apparently with the community divided.

In only one district was there general agreement that a crisis existed when desegregation was initiated, i.e., violence to the extent that some schools were temporarily closed. In another district, there were mixed opinions about whether there was a crisis; some thought schools should have been closed. In two LEAs, there was consensus that the general atmosphere was calm. In three districts opinions varied, from calm to anticipated crisis, reflecting perhaps the variety of conditions in schools with which the respondents were most familiar, rather than in the whole district. Each of the districts used busing for desegregation.

The 193 WIEDS interviewees in the six LEAs were categorized as indicated in the table below:

INTERVIEWEES BY LEA AND CATEGORY

	CO	Pr	Tch	Stu	P/C	TOTAL
LEA 1	5	3	9	9	9	35
2	2	3	10	9	10	34
3	2	3	9	9	8	31
4	2	3	9	9	9	32
5	4	2	9	9	10	34
6	2	3	8	7	7	27
TOTALS	17	17	54	52	53	193

CO = Central Office
Pr = Principal
Tch = Teacher
Stu = Student
P/C = Parent/Community

The superintendent of each LEA appointed a liaison person within the district to schedule the interviews and coordinate the other WIEDS activities there. In the selection of interviewees, the liaison person and other district personnel given selection responsibilities adhered to the race, sex, and categories guidelines suggested by WIEDS. The extent to which diversity of viewpoints was represented in the selections could not be determined. No district used any random sampling method. A few of the teachers and parents expressed surprise that an administrator had selected

them to be interviewed and professed to be outspoken and sometimes critical of the administrations's desegregation policies and/or methods. This criticism was sometimes indicated in the interviews. The students selected were (1) among the most involved in school activities, (2) leaders in school sports, government, and/or social life, and (3) articulate. Only a few were, in any way, critical of administrative policies or practices. None could be characterized as disaffected or probably as being in any socio-economic strata lower than middle class.

Thus, the interviewees were not diversified according to socio-economic class but were heterogeneous in race, sex, and age. A few minority and majority students, and some adults, nevertheless expressed feelings that minority students were sometimes discriminated against in punishment and in the degree of encouragement in academic and extracurricular activities.

DEMOGRAPHIC DATA OF TWELVE SD/IE SITES

Pupil Population	Ethnic Composition (Minority percentage)**	Urban/Suburban/Rural
Fewer than 2,000 = 3*	5 - 11% = 2	Urban = 7
2,000 - 4,000 = 2	12 - 20% = 1	Suburban = 2
8,000 - 16,000 = 2	21 - 32% = 2	Rural = 3*
20,000 - 42,000 = 3	33 - 40% = 2	
Over 50,000 2	41 - 50% = 1	
	51 - 60% = 2	
	61 - 65% = 2	

*Actually 9, included 7 clustered for area-wide SD/IE program.
**Seven of the twelve LEAs have two minority groups, with the least numerous constituting at least 8% of the student population.

Although sites were picked to provide a wide assortment of demographic factors, they are not to be considered in any statistical sense as representative of LEAs in the SEDL region. Budgetary limitations dictated that many sites be in Texas. This is not to say that those plans/programs are atypical. WIEDS data, including literature and other information provided by other LEAs and SEAs, indicate that the strengths and weaknesses of the

twelve plans/programs may well reflect the general quality and content of SD/IE in the region and the nation.

Instruments

The 12 SD/IE plans/programs were analyzed according to a model developed by WIEDS. The model is comprised of the five components of SD/IE: (1) planning, (2) preparation, (3) implementation, (4) application, and (5) evaluation, each component having its own set of elements and processes (see Figure 1).

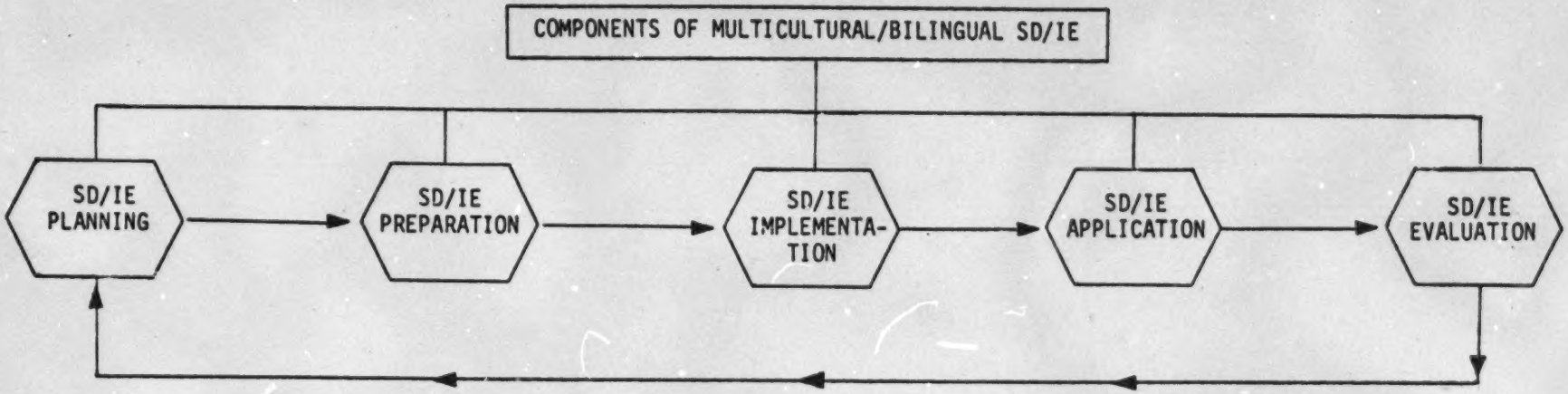
Interview data from the six cooperating districts were gathered with the use of five interview schedules developed by WIEDS, one for each of the five categories of interviewees: (1) central office, (2) principals, (3) teachers, (4) students, and (5) parent and other community members. Interviews were tape recorded on-site and most were about 45 minutes long.

DATA ANALYSIS

A taxonomic system was used to reduce and analyze data pertaining to needs and strategies to meet needs at three different levels: (1) central office/district-wide, (2) principal/building, and (3) teacher/classroom. The taxonomic classifications consist of

1) Administrative/Governance - strategies for management and implementation of desegregation and integration.
    a) Organizational: to establish ethnic/racial ratios of staff and student body.
    b) Communications/Public Relations: to obtain and disseminate information; to influence or involve others; to communicate.
    c) Crisis Prevention/Resolution: to prevent or resolve crises.
    d) Programmatic: funds, personnel, equipment, supplies, facilities, curricula.
2) Staff Development - training provided to personnel in the district.
3) Teacher/Learning - any instructional strategy.

MODEL FOR EVALUATING STAFF DEVELOPMENT/INSERVICE EDUCATION (SD/IE) PLANS OR PROGRAMS IN DESEGREGATED SCHOOLS AND DISTRICTS



PROCESSES

SD/IE PLANNING	SD/IE PREPARATION	SD/IE IMPLEMENTATION	SD/IE APPLICATION	SD/IE EVALUATION
Needs Assessment Decision/Approval Target Audience Identify Planning Team Define Goals Select Content Specify Objectives Design Strategies Develop Timelines List Behavior Outcomes List Attitude Outcomes Design Overall Evaluation Specify Communication/Publicity Efforts	Participant Ientification/Selection/ Notification Participant Pre-Assessments (Knowledge, Skills, Attitudes) Description/Accounts of Kinds of Participation Leader/Consultant Selection Specify Activities Methods/Materials/ Equipment Selection Time Arrangements Site Location and Arrangements Design Specific Evaluations Incentive	Levels of Participation Grouping Strategy Usage Activities SD/IE Environment Alternatives Provided Follow-up Specifications Evaluation of Experiences (Knowledge, Skills, Attitudes)	Participant Behavior/ Interaction based on new Knowledge, Skills, and Attitudes In Classroom In School In Community In District (Planning material usage, use of human resources, teaching/learning approaches, teacher/pupil relationships, etc.)	Post Assessments (Knowledge, Skills, Attitudes) Feedback from Application Impact on Students, Teachers, Staff, Administrators, District, Parents, and Community) Synthesize Pre-Post and Impact Findings State Conclusions, Recommendations, Implications Disseminate Reports of Efforts (SD/IE) Apply Findings to Future SD/IE Plans and Activities

Figure 1

FINDINGS

SD/IE

Contrary to an apparently widespread belief about staff development in general, participants have considerable input in the planning component. Teachers especially are consulted about their perceived needs for SD/IE topics. There is, however, little long range planning for SD. Content selection is generally traditional, i.e., curriculum and instruction concerns in the cognitive domain.

In preparation, participant selection also tends to be traditional; several plans/programs provide no SD for anyone other than teachers. More is provided for non-certified personnel than for administrators. Students or parents or other community members are seldom included. Most of the leaders/consultants are personnel of the district in which the SD is held.

Of the many situational designs available for implementation, workshops are by far the most widely used. Seven of the twelve districts involved in the study allow alternatives, usually college courses and professional conferences, as well as workshops offered by other agencies. Few experiential activities are provided, and follow-up activity is generally lacking.

Most SD/IE programs' evaluations are of the pencil/paper format and occur at the conclusion of implementation activities. Most plans/programs indicate no provision for determining the two most significant criteria for SD evaluation: (1) whether the new knowledge, skills, and attitudes are applied in the classroom or other appropriate area, and (2) whether these changes produce desirable effects in students. SD programs with systematic, sophisticated evaluation components are relatively few. Thus it is difficult to analyze discrepancies between stated goals and objectives and actual outcomes and to assess strengths and weaknesses of most programs.

Emergency School Aid Act (ESAA) SD projects are among the more thoroughly planned, prepared, and evaluated, and, evidently, are among the most effectively implemented of the programs. Probably two major causes of this are: (1) ESAA programs are written as proposals which are expected to be of high quality in order to be funded, and (2) relatively, their levels of funding are higher. Even so, analysis of ESAA and other of the more promising programs discloses elements and processes in need of improvement. This is indicated especially in the implementation, application, and evaluation components.

Because ESAA was enacted to provide financial assistance for relieving problems associated with school desegregation, it is not surprising that those programs have more multicultural content. There is little such content in most non-ESAA programs studied, and in some there is none. Of the twelve sites whose SD/IE programs were analyzed, ten provided some measure of bilingual/English as a second language (ESL) instruction. Eight of these ten sites' SD programs include bilingual/ESL workshops. Generally this is the extent of any content related to desegregation/integration, or multicultural concerns.

Interview Findings Compared With WIEDS Survey Results

During the latter part of the 1977-1978 school year, one central administrator in each of 131 LEAs in the SEDL region responded to the WIEDS questionnaire to obtain their perceptions of successful desegregation strategies and remaining needs. Survey and interview data have been analyzed in terms of eight goal areas of desegregation/integration: (1) to desegregate staff/faculty and students, (2) to promote community involvement and improve communication with the community, (3) to prevent or resolve any crisis situations brought about by desegregation, (4) to infuse multicultural perspective, (5) to promote compensatory education for minority students,

(6) to promote positive race relations, (7) to provide staff development/ inservice education to facilitate desegregation and promote integration, and (8) to use administrative procedures which facilitate the desegregation process.

Successful Strategies

In Goal Area I, to desegregate students, all six interview districts studied used extensive busing. It was reported in some districts that this caused some citizens to be upset initially, but that this was one of the problems that had been solved and there was no longer significant concern about busing for desegregation. Further, many of the 131 districts who participated in the survey also used busing for desegregation, and none of them reported busing as an unsolved problem. The desegregation of faculty/ staff strategy most frequently used was reassignment of staff/faculty. Evidently, however, the more successful technique involved hiring additional minority staff/faculty. Apparent benefits from this strategy include: (1) an opportunity for more multicultural perspective in the schools, (2) more opportunities for students to see minorities in positions of responsibility and authority, thus supporting a more positive self-concept for the minority children, and (3) increased minority community support for desegregation/integration.

In Goal Area II, promotion of parental involvement and/or communication with the community, the most successful reported strategy was use of a district/community liaison person or advisory group. Liaison with law officials was reported to be the most significant strategy for crisis resolution in Goal Area III. For crisis prevention, the respondents reportedly favored administrators' working directly but informally with the people involved. Data from the interviews indicate that SD/IE, infusion of multicultural perspective, and race relation strategies can also be effective in

preventing crises.

Use of multicultural materials was most frequently reported to be effective for infusing multicultural perspectives (Goal IV) into the schools. Interview data indicate, however, that use of these materials did not permeate all schools, and that multicultural audiovisual materials were frequently not easily accessible for all teachers.

To promote compensatory education for minority children (Goal V), survey central office respondents reported that their popular and most effective strategy was increasing the number of teacher aides. Interviewees indicated that the use of Title I funds was most effective and that their schools used a large part of these funds to hire teacher aides.

For Goal VI, promotion of positive race relations, survey and interview respondents apparently disagree about what was the most effective strategy. CO administrators in the survey reported that they found minority participation in extracurricular activities to be most effective. The principals, teachers, students, and parents, as well as some CO who were interviewed, however, said that it was more helpful to work directly on improvement of teacher/staff/students' attitudes and their concerns for racial issues.

Survey data indicate that administrators surveyed reported that their most effective SD/IE activity to facilitate desegregation/integration (Goal VII) was classroom management training. Interview respondents, however, said they found training in the use of multicultural-bilingual materials, cultural awareness, and communication skills to be the most effective SD/IE activities. As far as effects on race relations and group support for desegregation, communication skills training was evidently most effective. Interviews and SD/IE program analysis show that (1) considerable improvement is needed in all components of SD/IE so it can be more effective, and (2)

SD/IE has little desegregation/integration-related content and must include much more in order to improve education in desegregated schools.

In Area VIII, administrative procedures to facilitate desegregation/integration, both survey and interview CO administrators reported that federal program funds, especially ESAA and Title I funds, were helpful.

Remaining Needs

Reported perceptions of remaining needs and unsolved desegregation problems varied significantly on the bases of category and race of interviewees. CO, especially Anglos, tended to report the fewest problems. At the other end of a continuum, minority students and especially parents reported the most remaining needs and unresolved problems. Only one central administrator, an Hispanic, and a number of students, teachers, and parents perceived a need for cultural awareness SD. A larger proportion of minority respondents reported needs related to minority staff hiring, more multicultural materials, curriculum, and inservice, better school facilities and equipment, and less discriminatory disciplinary action. Tri-racial (black, brown, and white) desegregation evidently can present specialized problems, but judicious use of the appropriate strategies previously indicated can be effective. CO respondents and others perceived problems related to testing minority students and educating children about racial equality. All five categories and all four races of respondents were concerned about lack of student participation and equal educational opportunities for all.

The survey and interview findings reveal a general pattern of several unmet needs and remaining problem areas. These include: (1) cultural awareness, (2) human relations, (3) curriculum integration, (4) pupil self-concept, motivation, and discipline, (5) dropouts, expulsions/suspensions, (6) teaching methods and learning styles, (7) parental involvement, (8) resegregation, (9) segregation within the classroom and extracurricular

activities, (1) the relationship between bilingual education and desegregation, and (11) SD/IE.

CONCLUSIONS AND RECOMMENDATIONS

These findings from WIEDS' survey and interview data appear to indicate that desegregation-related problems can be dealt with through more effective staff development efforts. In order to provide equal educational opportunity and quality education for all children regardless of ethnicity, language, and cognitive and affective levels of achievement, effective SD/IE appears to be necessary. This SD/IE would help: (1) prevent negative classroom/school experiences which reinforce stereotypes and prejudices, (2) remedy teachers and staff's lack of knowledge concerning student cultural and linguistic backgrounds, (3) provide classroom atmospheres which encourage learning and interracial friendship and understanding, (4) teach children to be ethnically literate, (5) involve parents cooperatively in their children's education, and (6) prevent resegregation.

To assist in meeting these needs, Project WIEDS has begun the process of conceptualizing models, guidelines, and materials for more effective SD/IE programs to improve education in desegregated schools. Based upon findings thus far, these SD/IE models, guidelines, and materials will be based on the following content areas: (1) communication skills training, (2) training in cultural awareness and avoidance of stereotyping, (3) training for evaluation and use of multicultural materials, (4) training for evaluation and use of bilingual materials, (5) training in ethnic linguistic patterns, (6) training for multicultural/bilingual curriculum development, (7) classroom management training, (8) disciplinary skills training, (9) values clarification training, (10) training for integration through extracurricular activities, (11) training in school-home-community cooperation approaches, (12) training in student motivational skills.